



## 2014-15 Service Area Program Review

<b>DEPARTMENT/PROGRAM</b>	Educational Talent Search Program
<b>DESCRIPTION/PURPOSE</b>	<p>The <b>TRiO Imperial Valley College Talent Search Program</b> seeks to identify and assist high school students from disadvantaged backgrounds who have the potential to succeed in higher education. The goal of the program is to assist students while they are in high school and help them enroll in college during their senior year.</p> <p>As participants the program, students will have the opportunity to participate in workshops and other college related activities that will allow them to prepare for college. During the student’s senior year, participants will receive assistance with college application, financial aid assistance (FAFSA), and other senior related activities.</p> <p>IVC Education Talent Search Program services provided include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Academic, financial, career, or personal counseling including advice on entry or re-entry to secondary or postsecondary programs</li> <li>• Career exploration and aptitude assessment</li> <li>• Tutorial services</li> <li>• Information on postsecondary education</li> <li>• Exposure to college campuses</li> <li>• Information on student financial assistance</li> <li>• Assistance in completing college admissions and financial aid applications</li> </ul>

	<ul style="list-style-type: none"> <li>Assistance in preparing for college entrance exams</li> </ul> <p><u>Funding Sources:</u> <i>IVC TRiO Educational Talent Search Grant</i> is 100% funded by the U.S. Department of Education. More information about Talent Search can be found at: <a href="http://www2.ed.gov/programs/triotalent/index.html">http://www2.ed.gov/programs/triotalent/index.html</a></p>
<b>SUBMITTED BY:</b>	Myriam Fletes
<b>AREA DEAN/DIRECTOR</b>	Ted Ceasar
<b>AREA VICE PRESIDENT</b>	Todd Finnell

# I. INSTITUTIONAL GOALS

INSTITUTIONAL GOAL 1	INSTITUTIONAL GOAL 2	INSTITUTIONAL GOAL 3	INSTITUTIONAL GOAL 4
<p><b>INSTITUTIONAL MISSION AND EFFECTIVENESS</b> – The College will maintain programs and services that focus on the mission of the College supported by data-driven assessments to measure student learning and student success.</p> <p><b>1.1</b> Develop systems and procedures that establish the mission of the college as the central mechanism for planning and decision making.</p> <p><b>1.2</b> Develop an institutional score card to assess student learning that drives integrated planning and resource allocation.</p> <p><b>1.3</b> Develop systems and procedures to ensure that the college maintains a collegial and self-reflective dialogue that improves effectiveness.</p> <p><b>1.4</b> Develop systems that are inclusive, cyclical, and understood by all stakeholders.</p>	<p><b>STUDENT LEARNING PROGRAMS AND SERVICES</b> – The College will maintain instructional programs and services which support student success and the attainment of student educational goals.</p> <p><b>2.1</b> Ensure that all instructional programs, regardless of location or means of delivery, address and meet the current and future needs of students.</p> <p><b>2.2</b> Review program learning outcomes annually (or biennially) to assure currency, improve teaching and learning strategies, and raise student success rates.</p> <p><b>2.3</b> <u>Ensure that all Student Services programs, regardless of location or means of delivery, address and meet the current and future needs of students.</u></p> <p><b>2.4</b> Ensure that all Student Services programs engage in a process of sustainable continuous quality improvement by annual review of Service Area Outcomes, and annual Program Review.</p> <p><b>2.5</b> Ensure that the Library meets as closely as possible that “Standards of Practice for California Community College Library Faculty and Programs” of the Academic Senate for California Community Colleges.</p> <p><b>2.6</b> Ensure that instructional labs continue to collaborate in sharing financial and human resources, thus maintaining continuous quality improvement.</p>	<p><b>RESOURCES</b> – The College will develop and manage human, technological, physical, and financial resources to effectively support the College mission and the campus learning environment.</p> <p><b>3.1</b> Develop and implement a resource allocation plan that leads to fiscal stability.</p> <p><b>3.2</b> Implement a robust technological infrastructure and the enterprise software to support the college process.</p> <p><b>3.3</b> Build new facilities and modernize existing ones as prioritized in the facility master plan.</p> <p><b>3.4</b> Design and commit to a long-term professional development plan.</p> <p>3.5 Raise the health awareness of faculty, staff, and students.</p>	<p><b>LEADERSHIP AND GOVERNANCE</b> – The Board of Trustees and the Superintendent/President will establish policies that assure the quality, integrity, and effectiveness of student learning programs and services, and the financial stability of the institution.</p> <p><b>4.1</b> Review all Board policies annually to ensure that they are consistent with the College mission statement, that they address the quality, integrity, and effectiveness of student learning programs and services, and that they guard the financial stability of the institution.</p> <p><b>4.2</b> Maintain a clearly defined Code of Ethics that includes appropriate responses to unprofessional behavior.</p> <p><b>4.3</b> Ensure that the Board of Trustees is informed and involved in the accreditation process.</p> <p><b>4.4</b> Ensure that processes for the evaluation of the Board of Trustees and the Superintendent/President are clearly defined, implemented, and publicized.</p> <p><b>4.5</b> Establish a governance structure, processes, and practices that guarantee that the governing board, administration, faculty, staff, and students will be involved in the decision making process.</p>

## II. PROGRAM GOALS

### A. PAST – EVALUATION OF PREVIOUS CYCLE OBJECTIVES/PROGRAM GOALS (SET IN PREVIOUS YEAR)

List your previous objectives/goals and associated Institutional Goals. All program goals must address at least one of the institutional goals.

1	PAST PROGRAM GOAL #1	INSTITUTIONAL GOAL(S) <small>(Select one primary goal.)</small>
<p><b>Identify Program Goal and Budget request, if any, from the Program Review completed in 2013-2014 (Section II C):</b></p> <p><b>Recruitment of over 200 students per year.</b></p>		<input type="checkbox"/> <b>1 Mission &amp; Effectiveness</b> <input type="checkbox"/> 1.1 <input type="checkbox"/> 1.3 <input type="checkbox"/> 1.2 <input type="checkbox"/> 1.4 <input checked="" type="checkbox"/> <b>2 Student Learning Outcomes</b> <input type="checkbox"/> 2.1 <input type="checkbox"/> 2.4 <input type="checkbox"/> 2.2 <input type="checkbox"/> 2.5 <input checked="" type="checkbox"/> 2.3 <input type="checkbox"/> 2.6 <input type="checkbox"/> <b>3 Resources</b> <input type="checkbox"/> 3.1 <input type="checkbox"/> 3.4 <input type="checkbox"/> 3.2 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3.3 <input type="checkbox"/> <b>4 Leadership &amp; Governance</b> <input type="checkbox"/> 4.1 <input type="checkbox"/> 4.4 <input type="checkbox"/> 4.2 <input type="checkbox"/> 4.5 <input type="checkbox"/> 4.3
<input checked="" type="checkbox"/> Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met	<p><b>Describe how this program goal increased student achievement and/or program effectiveness in 2014-2015:</b></p> <p>Student recruitment is vital to our program’s continual success. A minimum of 726 students were required in 2013-14 in order to be in compliance with the Federal TRiO Grant. A total of 229 students were recruited this year as can be verified by our student database and student files. Without the minimum student count, the program objectives cannot be met. Therefore student achievement and program effectiveness were met, thereby increasing college preparedness for students.</p>	

2	PAST PROGRAM GOAL #2	INSTITUTIONAL GOAL(S) (Select one primary goal.)
<p><b>Identify Program Goal and Budget request, if any, from the Program Review completed in 2013-2014 (Section II C):</b></p> <p>Ability for ETS staff to follow program protocols.</p>		<input type="checkbox"/> <b>1 Mission &amp; Effectiveness</b> <input type="checkbox"/> 1.1 <input type="checkbox"/> 1.3 <input type="checkbox"/> 1.2 <input type="checkbox"/> 1.4 <input checked="" type="checkbox"/> <b>2 Student Learning Outcomes</b> <input type="checkbox"/> 2.1 <input type="checkbox"/> 2.4 <input type="checkbox"/> 2.2 <input type="checkbox"/> 2.5 <input checked="" type="checkbox"/> 2.3 <input type="checkbox"/> 2.6 <input type="checkbox"/> <b>3 Resources</b> <input type="checkbox"/> 3.1 <input type="checkbox"/> 3.4 <input type="checkbox"/> 3.2 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3.3 <input type="checkbox"/> <b>4 Leadership &amp; Governance</b> <input type="checkbox"/> 4.1 <input type="checkbox"/> 4.4 <input type="checkbox"/> 4.2 <input type="checkbox"/> 4.5 <input type="checkbox"/> 4.3
<input checked="" type="checkbox"/> Met <input type="checkbox"/> Partially Met <input type="checkbox"/> Not Met		
<p><b>Describe how this program goal increased student achievement and/or program effectiveness in 2014-2015:</b></p> <p>Majority of ETS staff were better prepared to meet the program’s protocols and objectives. In 2013-14, we had committed staff that was aware of their responsibilities as it related to the program and its students. Only two staff members were not committed to fulfilling their duties and they no longer work with the program. ETS staff duties and tasks completed can be verified by timesheet records and student contact logs.</p>		

<b>3</b>	<b>PAST PROGRAM GOAL #3</b>	<b>INSTITUTIONAL GOAL(S)</b> <small>(Select one primary goal.)</small>
<p><b>Identify Program Goal and Budget request, if any, from the Program Review completed in 2013-2014 (Section II C):</b></p> <p>Obtain student commitment to become more involved with the program activities in order to complete and/or meet our minimum percentages for each program activity.</p>		<input type="checkbox"/> <b>1 Mission &amp; Effectiveness</b> <input type="checkbox"/> 1.1 <input type="checkbox"/> 1.3 <input type="checkbox"/> 1.2 <input type="checkbox"/> 1.4 <input checked="" type="checkbox"/> <b>2 Student Learning Outcomes</b> <input type="checkbox"/> 2.1 <input type="checkbox"/> 2.4 <input type="checkbox"/> 2.2 <input type="checkbox"/> 2.5 <input checked="" type="checkbox"/> 2.3 <input type="checkbox"/> 2.6 <input type="checkbox"/> <b>3 Resources</b> <input type="checkbox"/> 3.1 <input type="checkbox"/> 3.4 <input type="checkbox"/> 3.2 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3.3 <input type="checkbox"/> <b>4 Leadership &amp; Governance</b> <input type="checkbox"/> 4.1 <input type="checkbox"/> 4.4 <input type="checkbox"/> 4.2 <input type="checkbox"/> 4.5 <input type="checkbox"/> 4.3
<p><input type="checkbox"/> Met                      <input checked="" type="checkbox"/> Partially Met                      <input type="checkbox"/> Not Met</p> <p><b>Describe how this program goal increased student achievement and/or program effectiveness in 2014-2015:</b></p> <p>Majority of our program activities were met but not 100% of such activities, therefore, this goal was partially met. Our goal this year is to work with students more intensely so that activities are met and student becomes prepared for college. This will be done by having ETS staff communicate with participants more regularly and document these contacts per student as it occurs.</p>		

## B. PRESENT – DATA ANALYSIS AND PROGRAM HEALTH – ACCREDITATION

1. Use data pertinent to your program/department. Include qualitative and quantitative data. Use survey-evaluation results and other relevant data to assess program/department effectiveness. Evaluate the strengths, weaknesses, challenges and opportunities, providing thorough interpretation of data. Narrative only. **Attach electronic excel file with graphs or trend data, do not include them in the narrative below.**

### Strengths

Our program strength is that we have met all five main objectives required by the Department of Education. Therefore, we should receive all of our Prior Experience points for the 2013-14 school year (a 3 point maximum). Most of the five main objectives are related to seniors as listed below:

**OBJECTIVE A) Secondary School Persistence:** 90% of non-senior participants served each project year will complete the current academic year and continue in school for the next academic year, at the next grade level. Of the **514** participants, **514 (100%)** of these were promoted to the next grade level.

**OBJECTIVE B) Secondary School Graduation (regular secondary school diploma):** 80% of seniors served during the project year will graduate during the project year with a regular secondary school diploma, within the standard number of years. Of the **88** graduates, **87 (99%)** received a regular secondary school diploma.

**OBJECTIVES C) Secondary School Graduation (rigorous secondary school program of study):** 80% of seniors served during the project year will complete a rigorous secondary school program of study and will graduate during the project year with a regular secondary school diploma within the standard number of years. Of the **124** graduates, **124 (100%)** received rigorous secondary school program of study.

**OBJECTIVE D) Postsecondary Education Enrollment:** 75% of participants, who have graduated with a regular secondary school diploma, during the project year, will enroll in an institution of higher education by the fall semester immediately following high school graduation or will have received notification, by the fall semester immediately following high school, from an institution of higher education, of acceptance but deferred enrollment until the next academic semester (i.e. spring semester). Of the **212** total graduates, **193 (91%)** enrolled in postsecondary education are various college and universities as listed in previous section. Refer to attachment 1.

**OBJECTIVE E) Postsecondary Degree Attainment:** 55% of participants served during the project year, who enrolled in an institution of higher education, by the fall semester immediately following high school graduation or by the next academic semester (e.g. spring semester) as a result of acceptance but deferred enrollment, will complete a program of postsecondary education within six years. This objective will be addressed at the end of the 2014-15 school year once the graduates have been identified as completing a program of postsecondary education.

## **Weaknesses**

Educational Talent Search Program is in need of new technology such as laptops and desktops. The use of the internet is extremely important to providing quality services to our participants especially the seniors. The iPads would be of great help to complete our program services, especially when completing college applications, FAFSA, scholarships, resumes, and other relevant forms that need to be completed by the seniors in order to begin their fall semester successfully. iPads are so much easier to handle and carry around to the various school sites.

## **Opportunities**

Educational Talent Search offers many opportunities to our participants and staff. Students who participate gain much information and knowledge about preparing for college, receiving information about college, experience college life through our educational and cultural field trips, receiving tutorial assistance, and much more. Regular workshops are offered to our participants at their school site, normally after school. They also are provided career presentations from our community professionals.

Our staff is also provided opportunities through our program. They enhance their leadership skills and acclimate to various situations and learn the importance of being a team player. They often work with other similar outreach programs, as well as learn to become professionals with the staff at the various school sites. They develop their leadership skills because they must take the lead in the tutorial centers. They facilitate and setup workshops, presentations, and other related duties. They also attend out-of-town field trips to monitor our participants during the day and therefore also learn about the various universities (public or private) and any cultural experiences that our participants are being offered. For the past five years our staff has attended a Professional Development Seminar held in the Imperial Valley. This seminar is organized by the Imperial Valley Partnership for Higher Education, which the Educational Talent Search Program is a member of. Our Outreach Counseling Specialist has also attended a regional WESTOP SoCal Professional Development Seminar when program funds allow, as well as California State University (CSU) and University of California (UC) Counseling Conference, and other informational sessions.

## **Challenges**

Discuss obstacles/barriers that may influence program improvement.

One of our program challenges for the 2013-14 school year was student recruitment. Each year we spend a lot of resources trying to recruit participants. This year was our third year of our five year grant cycle and we had to recruit 229 participants. This was a decrease from the previous year where we had to recruit 292 participants due to federal sequestration. Fortunately the 2013-14 school year was not as challenging as the previous year, but recruiting 229 participants did have its challenges.



Another challenge we face annually is meeting our objectives and activities with our limited financial resources. The program has one full-time Director, 4 part-time Outreach Counseling Specialists, and 13 part-time Lead and Peer Tutors. Much of our resources go towards payroll, while a smaller portion of our resources go to field trips, supplies, and other office expenses. With part-time staff, it is a challenge to complete our program objectives and activities; program tutors at times cannot complete their duties due to class schedules, personal commitments, or lack of commitment to the program.

Another challenge is the high percentages we have set on some of the objectives and activities. Some of them will be unattainable, for example, field trips. We do not have the financial resources to take 60% or 436 participants to field trips while also providing a cultural experience. We would have to take 10 field trips annually to meet this activity and with the cost of transportation increasing, we have not been able to meet this activity.

Another challenge we face daily is lack of laptops. Having laptops would immensely help our staff in providing our program services to our participants such as FAFSA assistance, university application, scholarship application assistance, career exploration, and more. These applications are online applications and so laptops with access to wireless would most definitely assist our staff to complete our program objectives and activities.

### **Program changes**

One of the most significant changes to our program this coming year will be to not collect 100% of parent income tax returns to show proof of low-income status. Thirty percent of families will be randomly selected to provide proof of income. This will allow us to recruit student more quickly and allow staff to spend their time with student activities instead of spending more time on recruitment. This will also help to meet our December timeline as it relates to recruitment.

Another area of concern is low attendance of participants at our program's activities. For example, low turnout at tutorial centers, presentations, workshops, etc. This is discussed as a team. Better practices are discussed and other methods are suggested to have a successful turnout at similar activities in the near future.

Recommendations for future direction of the Talent Search program would be to meet the program objectives and activities on a timely manner while complying with the Federal rules and regulars and adhering to Imperial Valley College procedures. Another future recommendation is to have staff work more efficiently by being prepared with supplies, materials, equipment, and forms so that activities provided to students are well-organized and effective. Being more efficient will also positively affect our budget by being as productive as possible with our limited daily hours, especially since everyone except the program director is part-time staff.

Last program year, our program funds were decreased due to sequestration. This year, our funds were restored to the previous year's funding. We have tried to work within our means and have successfully complied with our 5 main objectives. With our funds restored this year, we hope to be more efficient and effective, as can be documented by student surveys and monitoring student progress to meetings annual activities.

2. Summarize revisions, additions, deletions, and alternate delivery methods to your program based on the last program review.

Revisions to recruitment: Recruiting 229 this past year was completed much soon than in previous years due to the cut in students because of the federal sequestration. In order to recruit more steadily, family income tax returns will only be requested by 30% of families.

Additions to protocols: Although Talent Search has protocols in place for most program activities; these protocols are not always followed. We have informed staff and provided such information in our staff meetings, yet protocols are not followed fully. This year, our ETS Procedural Manual will be available with more detailed information to assist ETS staff with program activities.

Alternate methods for student involvement: In order to complete or meet our minimum percentages for each program activity, we need to have our program participants attend our activities; this is a challenge. To entice students to be more active, we will begin to stress that they need to be completing program activities in order for them to attend a field trip out of town.

**C. FUTURE – LIST OF “SMART” (SPECIFIC MEASURABLE ATTAINABLE RELEVANT TIME-LIMITED) PROGRAM OBJECTIVES FOR NEXT ACADEMIC YEAR TO ADDRESS PROGRAM IMPROVEMENT, GROWTH, OR UNMET NEEDS/GOALS. ALL PROGRAM GOALS MUST ADDRESS AT LEAST ONE OF THE INSTITUTIONAL GOALS.**

<b>FUTURE PROGRAM GOALS</b> (Describe future program goals. List in order of budget priority.) You are not required to list 3 goals. Only list/identify goals that are viable in one year’s time or can be carried over a number of program cycles. Objectives should either: 1. Increase work efficiency; 2. Reduce costs; or 3. Contribute to student enrollment and/or success.		<b>INSTITUTIONAL GOAL(S)</b> (Select one primary institutional goal)
<b>1</b>	<b>2015-2016 PROGRAM GOAL #1</b> Budget Priority #1	<b>INSTITUTIONAL GOAL(S)</b>
<b>Identify Future Global Goal:</b> Successful recruit over 200 students per year annually to meet our program objective.		<input type="checkbox"/> <b>1 Mission &amp; Effectiveness</b> <input type="checkbox"/> 1.1 <input type="checkbox"/> 1.3 <input type="checkbox"/> 1.2 <input type="checkbox"/> 1.4 <input checked="" type="checkbox"/> <b>2 Student Learning Outcomes</b> <input type="checkbox"/> 2.1 <input type="checkbox"/> 2.4 <input type="checkbox"/> 2.2 <input type="checkbox"/> 2.5 <input checked="" type="checkbox"/> 2.3 <input type="checkbox"/> 2.6 <input type="checkbox"/> <b>3 Resources</b> <input type="checkbox"/> 3.1 <input type="checkbox"/> 3.4 <input type="checkbox"/> 3.2 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3.3 <input type="checkbox"/> <b>4 Leadership</b>
<b>Objective:</b> The objective is to recruitment 252 program participants by the end of December of each year. Form of recruitment will be by presenting at the school site during class time, lunch time, special career days, open house, and other events where students and parents congregate. Recruitment will be measured and monitored via the program’s student database which shows the actual student count. This objective is attainable and must be obtained in order to comply with the federal grant. This goal is very relevant to our program and grant or we will not be in compliance. The time frame to recruit participants is late December of each year.		
<b>RESOURCE PLAN</b> (Check all that apply.)		
<b>Task(s)</b>		

**A. Describe task and select the resource committee that will review your enhanced budget request (if applicable)**

In order to recruit 200+ program participants:

- ETS staff will be provided with a school site count reflecting the students needed to recruit by grade level.
- The staff will also be given all materials such as pre-applications, contact logs, ETS applications, and ETS brochures.
- ETS staff will make contact their school site to setup classroom time to make presentations, schedule to have a table during the student's lunch time so that students become aware of the program, and other related after school activities to include parent activities.
- School site bulletins will also be utilized, as well as have current ETS participants refer friends.
- Staff will also meet with high school counselor for student referrals, and also to obtain student lists with grade point average of those students who would benefit from the program.
- Once candidates have been spoken to about the program, they will be given an ETS application to be completed by the parent and student.
- The high school counselor will also need to complete an ETS form and attach the student's transcript and standardized testing scores.
- There will be follow-up with the student and upon receipt of the ETS application, the ETS Director and counselor will review, approval, or deny the student.
- If accepted the candidate will be entered in to our program and a letter will be sent home of his/her acceptance into the program.

- Facilities   
  Marketing   
  Technology   
  Professional Development   
  Staffing

**Timeline:** End of each December.

Expense Type	Funding Type	Budget Request
<input type="checkbox"/> One-Time <input checked="" type="checkbox"/> Recurring	<input type="checkbox"/> General District <input checked="" type="checkbox"/> Categorical (Specify): Federal TRiO Program	\$ _____ <b>0.00</b> _____

**B. Describe task and select the resource committee that will review your enhanced budget request (if applicable)**

- Facilities   
  Marketing   
  Technology   
  Professional Development   
  Staffing

**& Governance**

- 4.1     4.4  
 4.2     4.5  
 4.3

<b>Timeline:</b>		
<b>Expense Type</b>	<b>Funding Type</b>	<b>Budget Request</b>
<input type="checkbox"/> One-Time <input type="checkbox"/> Recurring	<input type="checkbox"/> General District <input type="checkbox"/> Categorical (Specify)	\$ _____
<p><b>C. Describe task and select the resource committee that will review your enhanced budget request (if applicable)</b></p> <p> <input type="checkbox"/> Facilities              <input type="checkbox"/> Marketing              <input type="checkbox"/> Technology              <input type="checkbox"/> Professional Development              <input type="checkbox"/> Staffing         </p>		
<b>Timeline:</b>		
<b>Expense Type</b>	<b>Funding Type</b>	<b>Budget Request</b>
<input type="checkbox"/> One-Time <input type="checkbox"/> Recurring	<input type="checkbox"/> General District <input type="checkbox"/> Categorical (Specify)	\$ _____
<p><b>How will this objective be measured?</b></p> <p>This objective will be measured by the documentation submitted by the ETS staff on weekly bases:</p> <ul style="list-style-type: none"> <li>-ETS staff will turn in contact logs with possible recruitment candidates</li> <li>-ETS staff will turn in completed ETS applications so that Director/Counselor can evaluate the application</li> <li>-ETS Director/Counselor will complete the ETS Verification of Eligibility and Selection Form</li> <li>-When a student is accepted into the program, he/she will be entered into the ETS Student Database, which tracks the students by school site, grade level, income level, etc.</li> <li>-A report with the student count will be generated by the student database and be given to the ETS staff to show their progress as it relates to recruitment</li> <li>-An excel file is also used to show the school site count and ETS staff count</li> <li>-The student database and 2 excel files will show the student count decrease or increase, and therefore this is how we will measure our progress toward student recruitment</li> </ul>		
<p><b>How will the completion of tasks identified improve work efficiency, reduce costs, or improve student success?</b></p> <p>The completion of student recruitment will improve work efficiency, reduce costs, and improve student success by spending less time recruiting. Less program funds will be used to compensate ETS staff to recruit and more funds will be used to providing actual services to our students as listed on our grant. ETS participants will receive more program services from our staff as will be documented after each activity thereby increasing our percentage of activities completed.</p>		

<b>Who are the responsible party(ies) and assigned user(s)?</b> The responsible parties are all ETS staff: Director, Outreach Counseling Specialist, and ETS tutors.		
<b>FUTURE PROGRAM GOALS</b> (Describe future program goals. List in order of budget priority.) You are not required to list 3 goals. Only list/identify goals that are viable in one year's time or can be carried over a number of program cycles.		<b>INSTITUTIONAL GOAL(S)</b> (Select one primary institutional goal)
<b>2</b>	<b>2015-2016 PROGRAM GOAL #2</b> Budget Priority #1	<b>INSTITUTIONAL GOAL(S)</b>
<b>Identify Future Global Goal:</b>  Ensure ETS staff follows program protocols and complete student activities.		<input type="checkbox"/> <b>1 Mission &amp; Effectiveness</b> <input type="checkbox"/> 1.1 <input type="checkbox"/> 1.3 <input type="checkbox"/> 1.2 <input type="checkbox"/> 1.4 <input checked="" type="checkbox"/> <b>2 Student Learning Outcomes</b> <input type="checkbox"/> 2.1 <input type="checkbox"/> 2.4 <input type="checkbox"/> 2.2 <input type="checkbox"/> 2.5 <input checked="" type="checkbox"/> 2.3 <input type="checkbox"/> 2.6 <input type="checkbox"/> <b>3 Resources</b> <input type="checkbox"/> 3.1 <input type="checkbox"/> 3.4 <input type="checkbox"/> 3.2 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3.3 <input type="checkbox"/> <b>4 Leadership &amp; Governance</b> <input type="checkbox"/> 4.1 <input type="checkbox"/> 4.4 <input type="checkbox"/> 4.2 <input type="checkbox"/> 4.5 <input type="checkbox"/> 4.3
<b>Objective:</b> To inform and assist program staff with office and program protocols as needed to successful perform tasks and activities. This will be measured by the staff's documentation that ETS student activities were completed. This will be entered in our program's student database. <b>This objective is measurable as will be reflected on an excel document which displays all student progress towards meeting our program goals and objectives. This outcome will be identified by staff productivity such as completing program services and activities that are measured by student evaluations. ETS staff will be given this spreadsheet to monitor their progress in completing their work tasks and the student's progress.</b> This goal is attainable and the Program Director will have monthly staff meetings to review the previous month activities and modify any program activities as determined necessary. In these meetings, the Director will also cover activities to be completed in the upcoming month and the responsibilities of each staff members. Ensuring ETS staff follows program protocols and complete student activities is relevant to the operations of the Educational Talent Search Program and its success in completing all grant objectives and activities. The timeframe to complete program protocols and student activities vary depending on the student grade level and the activity. For example, the FAFSA online application will begin in January of each and continue until all seniors have been addressed with a reasonable time.		
<b>RESOURCE PLAN</b> (Check all that apply.)		
<input checked="" type="checkbox"/> Facilities <input type="checkbox"/> Marketing <input checked="" type="checkbox"/> Technology <input type="checkbox"/> Professional Development <input checked="" type="checkbox"/> Staffing		
<b>Task(s)</b>		

**A. Describe task and select the resource committee that will review your enhanced budget request (if applicable)**

In order to ensure ETS staff follows program protocols and completes student activities, the following will be provided:

- ETS Training at the end of September to all ETS staff before beginning tutorials at the school sites
- ETS staff will be provided with program binders which have samples of all forms used throughout the program year; staff will be provided with examples, role playing, actual hands-on activities, and examples.
- ETS staff will be provided with monthly calendars displaying important activities to be completed
- Weekly meeting with Outreach Counseling Specialist to debrief on previous activities and upcoming activities
- Send emails reminders as needed about certain tasks that need to be provided and completed
- Have monthly meetings with all ETS to debrief on previous month and review on upcoming activities and tasks
- During monthly meetings, Director will provide information on the federal rules and regulations as it relates to ETS
- During monthly meetings, ETS staff will be provided with their monthly progress report as it relates to their student recruitment
- Individual meetings will be held with ETS staff that is not able to complete weekly activities and guidance will be provided; follow-up will also be provide with more guidance until staff shows improvement

Facilities     Marketing     Technology     Professional Development     Staffing

**Timeline:** On-going from September to May for all ETS staff.

Expense Type	Funding Type	Budget Request
<input type="checkbox"/> One-Time <input type="checkbox"/> Recurring	<input type="checkbox"/> General District <input checked="" type="checkbox"/> Categorical (Specify): Federal TRiO Program	\$ _____ <b>0.00</b> _

**B. Describe task and select the resource committee that will review your enhanced budget request (if applicable)**

Facilities     Marketing     Technology     Professional Development     Staffing

**Timeline:**

Expense Type	Funding Type	Budget Request
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<input type="checkbox"/> One-Time <input type="checkbox"/> Recurring		<input type="checkbox"/> General District <input type="checkbox"/> Categorical (Specify)		\$ _____	
<b>C. Describe task and select the resource committee that will review your enhanced budget request (if applicable)</b>					
<input type="checkbox"/> Facilities <input type="checkbox"/> Marketing <input type="checkbox"/> Technology <input type="checkbox"/> Professional Development <input type="checkbox"/> Staffing					
<b>Timeline:</b>					
<b>Expense Type</b>		<b>Funding Type</b>		<b>Budget Request</b>	
<input type="checkbox"/> One-Time <input type="checkbox"/> Recurring		<input type="checkbox"/> General District <input type="checkbox"/> Categorical (Specify)		\$ _____	
<b>How will this objective be measured?</b> This objective will be measured by using ETS meeting sign-in sheets for all ETS meetings and other documentation as follows: -ETS Staff will need to turn in weekly documentation reflecting student contacts and activities -Documentation will be entered in our Student Database to track student activities; if staff does not turn in document then it will be determined that the ETS staff is not completing any activities with students -Excel document will list all ETS staff and their progress toward recruiting ETS participants -Excel document will be updated with ETS staff activities completed with students; if staff does not turn in any documentation, then staff is not completing any activities with students -Excel document provides percentages on activities completed by school site					
<b>How will the completion of tasks identified improve work efficiency, reduce costs, or improve student success?</b> The completion of having ETS staff follows program protocols and complete student activities will improve work efficiency, reduce costs, and improve student success by being more productive during work hours in providing program services to participants. More program funds will be used to compensate ETS staff for providing quality services as listed on our grant. ETS participants will receive more program services from our staff as will be documented after each activity thereby increasing our percentage of activities completed.					
<b>Who are the responsible party(ies) and assigned user(s)?</b> The responsible parties are all ETS staff: Director, Outreach Counseling Specialist, and ETS tutors.					
<b>FUTURE PROGRAM GOALS</b> (Describe future program goals. List in order of budget priority.) You are not required to list 3 goals. Only list/identify goals that are viable in one year's time or can be carried over a number of program cycles.					<b>INSTITUTIONAL GOAL(S)</b> (Select one primary institutional goal)
<b>3</b>	<b>2015-2016 PROGRAM GOAL #3</b> Budget Priority #1				<b>INSTITUTIONAL GOAL(S)</b>



<b>Identify Future Global Goal:</b> Have students become more involved with ETS activities. In order to complete or meet our minimum percentages for each program activity, we need to have our program participants attend our activities.			<input type="checkbox"/> <b>1 Mission &amp; Effectiveness</b> <input type="checkbox"/> 1.1 <input type="checkbox"/> 1.3 <input type="checkbox"/> 1.2 <input type="checkbox"/> 1.4
<b>Objective:</b> To actively seek program participants to become involved with program activities and partake in program services. This goal is measurable. <b>It will be measured by obtaining student surveys completed by the students after each student activities. Student's involvement with the program will be monitored on an excel document; this will be school site and will display each student's activity with the program.</b> This goal is attainable. Staff will be trained to provide the student activities and they will be given timelines throughout the year. Staff will be monitored by the program Outreach Counseling Specialists who will report to the Program Director. Activities will be monitored by student and school site. A report will be provided to the ETS staff so that they are aware of their progress throughout the year. This is relevant to the program's objective as stated on the grant. The various activities are scheduled throughout the program year and staff will have timelines as stated before.			<input checked="" type="checkbox"/> <b>2 Student Learning Outcomes</b> <input type="checkbox"/> 2.1 <input type="checkbox"/> 2.4 <input type="checkbox"/> 2.2 <input type="checkbox"/> 2.5 <input checked="" type="checkbox"/> 2.3 <input type="checkbox"/> 2.6
<b>RESOURCE PLAN</b> (Check all that apply.)			<input type="checkbox"/> <b>3 Resources</b> <input type="checkbox"/> 3.1 <input type="checkbox"/> 3.4 <input type="checkbox"/> 3.2 <input type="checkbox"/> 3.5 <input type="checkbox"/> 3.3
<input checked="" type="checkbox"/> Facilities <input checked="" type="checkbox"/> Marketing <input checked="" type="checkbox"/> Technology <input type="checkbox"/> Professional Development <input checked="" type="checkbox"/> Staffing			<input type="checkbox"/> <b>4 Leadership &amp; Governance</b> <input type="checkbox"/> 4.1 <input type="checkbox"/> 4.4 <input type="checkbox"/> 4.2 <input type="checkbox"/> 4.5 <input type="checkbox"/> 4.3
<b>Task(s)</b> <b>A.</b> Describe task and select the resource committee that will review your enhanced budget request (if applicable) In order to actively seek program participants to become involved with program activities and partake in program services, the following will be provided: -To get program staff's commitment to obtain participant involvement in program activities -Use ETS Staff chart to show their staff progress in completing activities with students -Provide staff with timelines on all activities -Remind staff via emails regarding activities and deadlines -Role play scenarios to staff to they understand their role within the program and with the student -Staff will need to provide documentation that activities were completed with students such as, phone call, sign-in sheets, and activity surveys -Documentation will be entered in to Excel documents and student database			
<input checked="" type="checkbox"/> Facilities <input checked="" type="checkbox"/> Marketing <input checked="" type="checkbox"/> Technology <input type="checkbox"/> Professional Development <input checked="" type="checkbox"/> Staffing			
<b>Timeline:</b> On-going during the program's 12 month cycle.			
<b>Expense Type</b>	<b>Funding Type</b>	<b>Budget Request</b>	

<input type="checkbox"/> One-Time <input type="checkbox"/> Recurring	<input type="checkbox"/> General District <input type="checkbox"/> Categorical (Specify)	\$ _____
<p><b>B. Describe task and select the resource committee that will review your enhanced budget request (if applicable)</b></p>		
<input type="checkbox"/> Facilities <input type="checkbox"/> Marketing <input type="checkbox"/> Technology <input type="checkbox"/> Professional Development <input type="checkbox"/> Staffing		
<p><b>Timeline:</b></p>		
<b>Expense Type</b>	<b>Funding Type</b>	<b>Budget Request</b>
<input type="checkbox"/> One-Time <input type="checkbox"/> Recurring	<input type="checkbox"/> General District <input type="checkbox"/> Categorical (Specify)	\$ _____
<p><b>C. Describe task and select the resource committee that will review your enhanced budget request (if applicable)</b></p>		
<input type="checkbox"/> Facilities <input type="checkbox"/> Marketing <input type="checkbox"/> Technology <input type="checkbox"/> Professional Development <input type="checkbox"/> Staffing		
<p><b>Timeline:</b></p>		
<b>Expense Type</b>	<b>Funding Type</b>	<b>Budget Request</b>
<input type="checkbox"/> One-Time <input type="checkbox"/> Recurring	<input type="checkbox"/> General District <input type="checkbox"/> Categorical (Specify)	\$ _____

**How will this objective be measured?**

This objective will be measured by using the documentation as follows:

- ETS staff will need to turn in weekly documentation reflecting student contacts and activities
- ETS staff will turn in logs reflecting student phone calls inviting students to program activity
- ETS staff will turn in logs reflecting emails sent to students, announcements posted on facebook, etc.
- ETS staff will turn in sign-in sheets and student activity surveys reflecting student attendance at program activities
- Documentation will be entered in our Student Database to track student activities; if staff does not turn in document then it will be determined that the ETS staff is not completing any activities with students
- Excel document will list all ETS staff and their progress toward recruiting ETS participants
- Excel document will be updated with ETS staff activities completed with students; if staff does not turn in any documentation, then staff is not completing any activities with students
- Excel document provides percentages on activities completed by school site and show what activities students have completed

**How will the completion of tasks identified improve work efficiency, reduce costs, or improve student success?**

The completion of having to actively seek program participants to become involved with program activities will improve work efficiency, reduce costs, and improve student success. Less program funds will be used to compensate ETS staff that is not providing services to participants. ETS participants will receive more program services from our staff as will be documented after each activity thereby increasing our percentage of activities completed.

**Who are the responsible party(ies) and assigned user(s)?**

The responsible parties are all ETS staff: Director, Outreach Counseling Specialist, and ETS tutors.